



ORDM DIGEST

JUNE 2018

The ORDM Digest provides information on grant opportunities for the College of Education faculty and staff. Announcements, submitted grant applications, and funded awards are also included.

Internal Opportunities

**U.S. Department of Education
Institute of Education Sciences (IES)**

Title: Special Education Research – CFDA 84.324A

Purpose of Program: In awarding these grants, the Institute of Education Sciences (Institute) intends to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all students from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for students who engaged in career and technical, postsecondary, or adult education). The Institute's research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. These interested individuals include parents, educators, students, researchers, and policymakers. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.

Under the Special Education Research Competition, NCSER will consider only applications that address one of the following topics: (1) Autism Spectrum Disorders; (2) Cognition and Student Learning in Special Education; (3) Early Intervention and Early Learning in Special Education; (4) Families of Children with Disabilities; (5) Professional Development for Teachers and School-Based Service Providers; (6) Reading, Writing, and Language Development; (7) Science, Technology, Engineering, and Mathematics Education; (8) Social and Behavioral Outcomes to Support Learning; (9) Special Education Policy, Finance, and Systems; (10) Technology for Special Education; (11) Transition Outcomes for Secondary Students with Disabilities; and (12) Special Topics, which include: (a) Career and Technical Education for Students with Disabilities; (b) English Learners with Disabilities; and (c) Systems-Involved Students with Disabilities.

Funding Range: \$100,000 - \$760,000

Submission Deadline: August 23, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=305444>

Title: Education Research and Development Centers – CFDA 84.305C

Purpose of Program: In awarding these grants, the Institute of Education Sciences (Institute) intends to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all students from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for students who engaged in career and technical, postsecondary, or adult education). The Institute's research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. These interested individuals include parents, educators, students, researchers, and policymakers. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.

Under the Education Research and Development Centers Competition, NCER will consider only applications that address one of the following topics: (1) Improving Rural Education; and (2) Writing in Secondary Schools.

Funding Range: \$1,000,000 - \$2,000,000

Submission Deadline: August 9, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=305416>

Title: Education Research – CFDA 84.305A

Purpose of Program: In awarding these grants, the Institute of Education Sciences (Institute) intends to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all students from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for students who engaged in career and technical, postsecondary, or adult education). The Institute's research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. These interested individuals include parents, educators, students, researchers, and policymakers. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.

Under the Education Research Competition, NCER will consider only applications that address one of the following topics: (1) Career and Technical Education; (2) Cognition and Student Learning; (3) Early Learning Programs and Policies; (4) Education Leadership; (5) Education Technology; (6) Effective Teachers and Effective Teaching; (7) English Learners; (8) Improving Education Systems; (9) Postsecondary and Adult Education; (10) Reading and Writing; (11) Science, Technology, Engineering, and Mathematics Education; (12) Social and Behavioral Context for Academic Learning; and (13) Special Topics, which include: (a) Social Studies; and (b) Foreign Language Education.

Funding Range: \$100,000 to \$760,000

Submission Deadline: August 23, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=305415>

Title: Research Training Programs in Special Education

Purpose of Program: In awarding these grants, the Institute of Education Sciences (Institute) intends to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all students from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for students who engaged in career and technical, postsecondary, or adult education). The Institute's research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. These interested individuals include parents, educators, students, researchers, and policymakers. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.

Under the Research Training Programs in Special Education Competition, NCSER will consider only applications that address early career development and mentoring.

Funding Range: \$50,000 to \$125,000

Submission Deadline: August 23, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=305446>

**U.S. Department of Education
Office of Career, Technical, and Adult Education (OCTAE)**

Title: Pathways to STEM Apprenticeship for High School Career and Technical Education Students Demonstration Program – CFDA 84.051E

Purpose of Program: The purpose of the Pathways to STEM Apprenticeship for High School Career and Technical Education (CTE) Students (Pathways to STEM Apprenticeship grants) demonstration program is to support State efforts to expand and improve the transition of high school CTE Students to postsecondary education and employment through Apprenticeships in science, technology, engineering, and mathematics (STEM) fields, including Computer Science, that begin during high school.

Funding Range: \$500,000 - \$750,000

Submission Deadline: June 18, 2018 (Notice of Intent)
July 17, 2018 (Application)

<https://www.gpo.gov/fdsys/pkg/FR-2018-05-18/pdf/2018-10671.pdf>

**U.S. Department of Education
Office of Postsecondary Education**

Title: Training Program for Federal TRIO Programs – CFDA 84.103A

Purpose of Program: The Training Program provides grants to train the staff and leadership personnel employed in, participating in, or preparing for employment in, projects funded under the Federal TRIO Programs, so as to improve the operation of these projects.

Funding Range: \$265,764 to \$344,945

Submission Deadline: July 27, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=306615>

**U.S. Department of Education
Office of English Language Acquisition (OELA)**

**U.S. Department of Education
Office of Innovation and Improvement (OII)**

Additional information about the Office of Innovation & Improvement funding opportunities can be found at: <https://innovation.ed.gov/what-we-do/>

**U.S. Department of Education
Office of Special Education and Rehabilitative Services (OSERS)**

Title: Preparation of Special Education, Early Intervention and Related Services Leadership Personnel – CFDA 84.325D

Purpose of Program: The purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Funding Range: Up to \$1,250,000 (Five Years)

Submission Deadline: July 30, 2018

<https://www.gpo.gov/fdsys/pkg/FR-2018-06-13/pdf/2018-12717.pdf>

Title: Personnel Development to Improve Services and Results for Children with Disabilities: Early Childhood Personnel Center – CFDA 84.325B

Purpose of Program: The purposes of this program are to (1) help address State-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with infants, toddlers, and children with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Funding Range: Upper \$2,000,000

Submission Deadline: September 11, 2018 (Anticipated)

<https://www.grants.gov/custom/viewOppDetails.jsp?oppId=296343>

Title: Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs – CFDA 84.325K

Purpose of Program: The purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, and youth with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Funding Range: Up to \$1,250,000 (Five Years)

Submission Deadline: July 30, 2018

<https://www.gpo.gov/fdsys/pkg/FR-2018-06-13/pdf/2018-12718.pdf>

National Science Foundation

Solicitation NSF 17-565

Title: Innovative Technology Experiences for Students and Teachers (ITEST) – CFDA 47.076

Purpose of Program: Supports development, implementation, and selective spread of innovative strategies for engaging students in experiences that increase student awareness of STEM and information and communications technology careers; motivate students to pursue the education necessary for those careers; and provide students with technology-rich experiences that develop their knowledge of related content and skills, including critical thinking skills. Annual deadline: second Wednesday in August.

Funding Range: \$400,000 - \$1,200,000

Submission Deadline: August 8, 2018

www.nsf.gov/funding/pgm_summ.jsp?pims_id=5467

Solicitation NSF 17-573

Title: Advancing Informal STEM Learning (AISL) – CFDA 47.076

Purpose of Program: The Advancing Informal STEM Learning (AISL) program seeks to advance new approaches to and evidence-based understanding of the design and development of STEM learning opportunities for the public in informal environments; provide multiple pathways for broadening access to and engagement in STEM learning experiences; advance innovative research on and assessment of STEM learning in informal environments; and engage the public of all ages in learning STEM in informal environments.

The AISL program supports six types of projects: (1) Pilots and Feasibility Studies, (2) Research in Service to Practice, (3) Innovations in Development, (4) Broad Implementation, (5) Literature Reviews, Syntheses, or Meta-Analyses, and (6) Conferences.

Limitations: Limit on Number of Proposals per Organization: 3 An institution or organization may serve as lead on no more than three (3) proposals submitted to the November deadline. However, an institution or organization may partner as a subaward on other proposals submitted. Limit on Number of Proposals per PI or Co-PI: 3 An individual may be included as a Principal Investigator (PI) /Co-PI on no more than three (3) proposals submitted to the November deadline.

Funding Range: \$150,000 - \$3,000,000

Submission Deadline: November 7, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504793

Solicitation NSF 17-537

Title: Faculty Early Career Development Program (CAREER) – CFDA (Various Areas)

Purpose of Program: The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation's most prestigious awards in support of early-career faculty who have the potential to serve as academic role models in research and education and to lead advances in the mission of their department or organization. Activities pursued by early-career faculty should build a firm foundation for a lifetime of leadership in integrating education and research. NSF encourages submission of CAREER proposals from early-career faculty at all CAREER-eligible organizations and especially encourages women, members of underrepresented minority groups, and persons with disabilities to apply.

Funding Range: ~\$490,000

Submission Deadline: July 20, 2018

<https://www.nsf.gov/pubs/2017/nsf17537/nsf17537.pdf>

Solicitation NSF 15-509

Title: EHR Core Research (ECR) – CFDA (Various Areas)

Purpose of Program: The EHR Core Research (ECR) program of fundamental research in STEM education provides funding in critical research areas that are essential, broad and enduring. EHR seeks proposals that will help synthesize, build and/or expand research foundations in the following focal areas: STEM learning, STEM learning environments, STEM workforce development, and broadening participation in STEM.

The ECR program is distinguished by its emphasis on the accumulation of robust evidence to inform efforts to (a) understand, (b) build theory to explain, and (c) suggest interventions (and innovations) to address persistent challenges in STEM interest, education, learning, and participation. The program supports advances in fundamental research on STEM learning and education by fostering efforts to develop foundational knowledge in STEM learning and learning contexts, both formal and informal, from childhood through adulthood, for all groups, and from the earliest developmental stages of life through participation in the workforce, resulting in increased public understanding of science and engineering. The ECR program will fund fundamental research on: human learning in STEM; learning in STEM learning environments, STEM workforce development, and research on broadening participation in STEM.

Funding Range: Varies

Submission Deadline: September 13, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504924

Solicitation NSF 17-584

Title: Discovery Research PreK-12 – CFDA 47.076

Purpose of Program: The Discovery Research PreK-12 program (DRK-12) seeks to significantly enhance the learning and teaching of science, technology, engineering, mathematics and computer science (STEM) by preK-12 students and teachers, through research and development of STEM education innovations and approaches. Projects in the DRK-12 program build on fundamental research in STEM education and prior research and development efforts that provide theoretical and empirical justification for proposed projects. Projects should result in research-informed and field-tested outcomes and products that inform teaching and learning. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills.

Funding Range: Unknown

Submission Deadline: November 14, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=500047

Solicitation NSF 17-541

Title: Robert Noyce Teacher Scholarship Program – CFDA 47.076

Purpose of Program: The National Science Foundation Robert Noyce Teacher Scholarship Program seeks to encourage talented science, technology, engineering, and mathematics (STEM) majors and professionals to become K-12 mathematics and science (including engineering and computer science) teachers. The program invites creative and innovative proposals that address the critical need for recruiting and preparing highly effective elementary and secondary science and mathematics teachers in high-need local educational agencies. The program offers four tracks: Track 1: The Robert Noyce Teacher Scholarships and Stipends Track, Track 2: The NSF Teaching Fellowships Track, Track 3: The NSF Master Teaching Fellowships Track, and Track 4: Noyce Research Track. In addition, Capacity Building proposals are accepted from proposers intending to develop a future Track 1, 2, or 3 proposal.

Funding Range: Unknown

Submission Deadline: August 28, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5733

Solicitation NSF 17-590

Title: Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR) – CFDA 47.076

Purpose of Program: IUSE: EHR also seeks to support projects that have high potential for broader societal impacts, including improved diversity of students and instructors participating in STEM education, professional development for instructors to ensure adoption of new and effective pedagogical techniques that meet the changing needs of students, and projects that promote institutional partnerships for collaborative research and development. IUSE: EHR especially welcomes proposals that will pair well with the efforts of NSF INCLUDES (https://www.nsf.gov/news/special_reports/nsfincludes/index.jsp) to develop STEM talent from all sectors and groups in our society. Collaborations are encouraged between IUSE proposals and existing INCLUDES projects, provided the collaboration strengthens both projects.

Funding Range: Varies

Submission Deadline: October 1, 2017-October 1, 2018 (Exploration and Design Tier for Engaged Student Learning & Institution and Community Transformation)

December 11, 2018 (Development and Implementation Tier for Engaged Student Learning & Institution and Community Transformation)

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505082

**Department of Health & Human Services (HHS)
National Institutes of Health (NIH)**

**National Institutes of Health
Funding Opportunity: PAR-17-339**

Title: NIH Science Education Partnership Award (SEPA) (R25) – CFDA 93.859

Purpose of Program: The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The over-arching goal of this NIGMS R25 program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral and clinical research needs. To this end, this funding opportunity announcement (FOA) encourages the development of innovative educational activities for pre-kindergarten to grade 12 (P-12), pre-service and in-service teachers (Teachers) and students from underserved communities with a focus on Courses for Skills Development, Research Experiences, Mentoring Activities, Curriculum or Methods Development and Outreach. Applicants are strongly encouraged to consult with the SEPA Scientific/Research Contact to be advised on the appropriateness of the intended P-12 STEM or ISE project for SEPA program objectives and the priorities of the NIGMS.

Funding Range: Upper \$1,250,000

Submission Deadline: July 9, 2018

Associations, Foundations, Etc.

Amgen Foundation

Title: Grants

Purpose of Program: The Amgen Foundation seeks to advance excellence in science education to inspire the next generation of innovators. The Foundation is committed to raising the value of science literacy on a national and local level. The areas given priority consideration within science education are: 1) Teacher quality and professional development in math and science; and 2) Pivotal hands-on science experience.

Funding Range: From \$10,000 to multi-million dollar commitments

Submission Deadline: Letters of Intent are accepted throughout the year.

<http://www.amgen.com/responsibility/grants-and-giving/amgen-foundation-grants>

Braitmayer Foundation

Title: Grants

Purpose of Program: The Foundation is interested in proposals utilizing innovative practices in K-12 education throughout the United States. Of particular interest are: (1) Curricular and school reform initiatives; and (2) Preparation of and professional development opportunities for teachers, particularly those which encourage people of high ability and diverse background to enter and remain in K-12 teaching.

Funding Range: Upper \$35,000

Submission Deadline: March 15, 2018 (Anticipated for Pre-Application)
October 15, 2018 (Anticipated for Full Proposal)

<http://www.braitmayerfoundation.org/guidelines>

Caplan Foundation for Early Childhood

Title: Early Childhood Education and Plan

Purpose of Program: The Foundation is intended to be an incubator of promising research and development projects that may ultimately enhance the development, health, safety, education or quality of life of children from infancy through seven years of age across the country.

Each of its grants is made with the expectation that a successful project outcome will be of significant interest to other investigators or developers, within the grantee's field of endeavor, and will be amenable to beneficial application or adaptation elsewhere. In essence, the foundation's goal is to provide seed money for those imaginative endeavors, addressed to the needs of young children, which appear most likely to bear fruit on a national scale.

Funding Range: Varies

Submission Deadline: September 30, 2018 (Anticipated)
January 31, 2019 (Anticipated)

<http://earlychildhoodfoundation.org>

Carnegie Corporation of New York

Title: Education

Purpose of Program: (1) **Leadership and Teaching to Advance Learning:** For improving systems of preparing, recruiting, and developing teachers and education leaders to serve the needs of diverse learners; promoting alignment in human capital policies and practices across the system; enhancing professional learning for teachers and leaders, including through technology; and developing and implementing high-quality instructional materials, resources, and tools for teachers and leaders; (2) **New Designs to Advance Learning:** For developing whole school models that provide more effective learning environments for diverse learners; stimulating the development of tools, technologies, and resources that enable school transformation; expanding capacity and removing policy constraints to enable new models; and building knowledge related to the design of the student experience; (3) **Public Understanding:** For supporting research on strategies that can drive parent and family engagement in education; tools and resources to help parents understand and support the learning progress of their children; increasing productive dialogue among parents, students, and educators, and other stakeholders; and moving public discourse forward regarding important shifts in the educational landscape; (4) **Pathways to Postsecondary Success:** For improving alignment in student learning expectations between K-12 and postsecondary education; improving postsecondary education, including through co-requisite and other innovative models; and strengthening postsecondary STEM learning, particularly in mathematics; and (5) **Integration, Learning, and Innovation:** For advancing integrated approaches across the Corporation's portfolios and the field that enable greater collaboration, coherence, and dynamism; improving learning, including continuous improvement and knowledge generation, management, and dissemination; and stimulating innovative ideas and models that inform our work across the Education Program and increase our impact.

Funding Range: Open

Submission Deadline: Letters of Inquiry are accepted on an ongoing basis

<https://www.carnegie.org/programs/urban-and-higher-education>

W.K. Kellogg Foundation

Title: Educated Kids Grants

Purpose of Program: The Foundation wants to partner with families, schools and communities in making a difference in young children's learning and development. To do so, they support community-based family engagement efforts that empower parents, caregivers and families as leaders in children's development, recognizing that this is a shared responsibility with schools and communities.

The Foundation seeks to improve the quality of both teaching and learning through leadership and professional development in which educators receive the support and training they need to deliver high-quality learning opportunities for all students. This includes working with child care providers, schools and teacher preparation programs to create safe, positive environments that are content rich, results-driven and culturally meaningful and relevant.

They support aligning systems to increase collaboration and improve the effectiveness of everyone who works in early child development – including centers, home-based and informal child care, K-12 schools, government systems and business. We believe this is essential if all families and young children are to have access to high-quality education.

Funding Range: Varies

Submission Deadline: Online grant applications are accepted throughout the year.

<https://www.wkkf.org/what-we-do/educated-kids>

The Ambrose Monell Foundation

Title: Grants

Purpose of Program: The mission of the foundation is to voluntarily aid and contribute to religious, charitable, scientific, literary, and educational uses and purposes, in New York, elsewhere in the United States, and throughout the world.

Funding Range: Open

Submission Deadline: Letters of inquiry may be submitted at any time during the year.

<http://www.monellfoundation.org/index.php/application/>

Mott Foundation

Title: Education

Purpose of Program: The Mott Foundation funds efforts to expand learning opportunities and supports for children, particularly those from low- and moderate-income communities.

Funding Range: Open

Submission Deadline: October 1, 2018

www.mott.org/work/education

Revson Foundation

Title: Education Program

Purpose of Program: The Education program supports institutions and projects that seek to provide broad access to knowledge, information, and resources that sustain an informed and engaged citizenry.

Funding Range: Varies

Submission Deadline: Letters of Inquiry are accepted year round

<http://revsonfoundation.org/grantseeker/loi/>

Alfred P. Sloan Foundation

Title: Digital Information Technology

Purpose of Program: When Alfred P. Sloan Jr. created this foundation in 1934, he envisioned it would serve as a vehicle for the creation and dissemination of scientific and economic knowledge. Few technological advances have revolutionized those activities more than the development of modern computing and the subsequent explosion in our ability to collect, manipulate, store, analyze, and transmit data. Sloan's programs in Digital Technology explore how the internet and computing technology are creating new opportunities to empower the scientific enterprise and expand the public's access to knowledge.

1. Data & Computational Research: The program goal is to: (1) Accelerate scientific discovery by helping researchers fully exploit the opportunities created by recent advances in our ability to collect, transmit, analyze, store, and manipulate data; (2) Support the efficient management and sharing of research data and code from acquisition through analysis; and (3) Grow the current and future scientific data work force.

2. Scholarly Communication: The program goal is to empower researchers by supporting the development and adoption of new resources for managing the increasingly diverse array of digital communication channels, enabling scientists to more effectively locate relevant research, network with other researchers, and disseminate their work to the scientific community and the public. Grantmaking aims to: (1) Improve the discovery and review of diverse scholarly materials; and (2) Establish new forms of publication connecting data, code, and analysis - particularly to support the reproducibility of research.

Grants tend to fund into one or more of four broad types: (1) Software grants support technology development ranging from prototyping funds to substantial scaling resources; (2) Training grants aim at supporting work force training and curricular initiatives as well as targeted adoption of new technologies by specific communities; (3) Research grants bring historical, ethnographic, and economic research methods to bear on our understanding of scholarly activities in a changing technological context; and (4) Community grants build networks for knowledge exchange across disciplines as well as institutions that serve to incubate sustainable research and software projects.

Funding Range: Varies

Submission Deadline: Letters of Inquiry are accepted year round

<https://sloan.org/programs/digital-technology>

Spencer Foundation

Title: Field-Initiated Grants

Purpose of Program: Program relies on researchers to determine the most important issues to pursue. Supports Lyle Spencer Research Awards up to \$1 million for intellectually ambitious research, oriented ultimately to improving the practice of education, and independent of any particular reform agendas or methodological strictures.

Funding Range: Varies

Submission Deadline: August 1, 2018

www.spencer.org

UPCOMING FUNDING OPPORTUNITIES

Below is a list of tentative funding opportunities.

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
US Department of Education Striving Readers Comprehensive Literacy Grant	<p>The Striving Readers Comprehensive Literacy (SRCL) Program awards competitive grants to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.</p>	July 17, 2018
Spencer Foundation Midcareer Grant Program	<p>Applicants will be asked to center their request around the clear articulation and exploration of an important problem, or set of problems, of education that is well-aligned with their core interests and past scholarship. Applicants will also be asked to map the outer edges of what they have come to know through their earlier research and then articulate how they will move into what they do not yet know but hope to learn through a targeted midcareer program of study. In addition, applicants will be asked to fully describe how the acquisition of new tools or perspectives enriches their understanding of that problem and to present a well-thought out plan for acquiring them.</p> <p>Grant awards will not be confined to proposals to learn a new discipline, although in a number of cases that would fit. A psychologist studying techniques for promoting positive character development in children might spend a year studying philosophical work bearing on character development and the proper role of families and schools in shaping children's character. A historian of American education might spend a year studying some aspect of the history of education in Brazil or France. A scholar who works on the teaching of writing in colleges might have reason to acquire a deeper understanding of early literacy.</p> <p>The support provided by these awards is expected to release the applicant from their normal teaching, committee service, and governance responsibilities at their home institution for a significant portion of the year so they might pursue their program of study.</p>	September 14, 2018
National Science Foundation	<p>Through the NSF <i>Improving Undergraduate STEM Education</i> (IUSE) initiative, the agency continues to make a substantial commitment to the highest caliber undergraduate STEM education through a Foundation-wide framework of investments. The IUSE: EHR program is a core NSF undergraduate STEM education program that seeks to improve the effectiveness of undergraduate STEM education for both majors and non-majors. The program is open to application from all institutions of higher education and associated organizations. NSF places high value on educating students to be leaders and innovators in emerging and rapidly changing STEM fields as well as educating a scientifically literate</p>	October 1, 2018 through September 30, 2019

<p>Improving Undergraduate STEM Education: EHR (17-590)</p>	<p>populace. In pursuit of this goal, IUSE: EHR supports projects that have the potential to improve student learning in STEM through development of new curricular materials and methods of instruction, and development of new assessment tools to measure student learning. In addition to innovative work at the frontier of STEM education, this program also encourages replications of research studies at different types of institutions and with different student bodies to produce deeper knowledge about the effectiveness and transferability of findings.</p> <p>IUSE: EHR also seeks to support projects that have high potential for broader societal impacts, including improved diversity of students and instructors participating in STEM education, professional development for instructors to ensure adoption of new and effective pedagogical techniques that meet the changing needs of students, and projects that promote institutional partnerships for collaborative research and development. IUSE: EHR especially welcomes proposals that will pair well with the efforts of NSF INCLUDES (https://www.nsf.gov/news/special_reports/nsfincludes/index.jsp) to develop STEM talent from all sectors and groups in our society. Collaborations are encouraged between IUSE proposals and existing INCLUDES projects, provided the collaboration strengthens both projects.</p>	
<p>Lyle Spencer Research Awards</p> <p>Advancing Understanding of Education Practice and Its Improvement</p>	<p>The Foundation intends through this endeavor to press its colleagues in the research community to raise their level of intellectual ambition, to encourage work that is more thoughtful, more critical of prevailing assumptions, more self-critical about their own work and its limitations, and more relevant to the aim of building knowledge for improved educational practice. The Foundation does not intend that this program should seek only directly applied research about interactions between teachers and students, important as such research is. Successful educational practice depends upon an infrastructure that includes the conditions under which teachers practice, the curricular frameworks that guide their work, the provision made for their training and professional development, and so on.</p> <p>The Foundation envisions a large-minded conception of educational practice that encompasses the institutional, policy, and normative frameworks within which instructional practice is enacted. Moreover, it recognizes as well that instruction is not confined to the classroom but is an aspect of life in settings that can range from the workplace to the playing field, any of which may in the right circumstance provide the basis for rewarding study. To clarify this point about connecting to practice - connecting the dots, as it were - the Foundation suggests that a significant share of the successful proposals it will fund under this initiative will fall into one of three broad categories: 1) Studies that focus more or less directly on teaching and learning processes themselves, at the classroom level (or in instructional settings outside classrooms); 2) Studies that pay attention to the larger policy and institutional environments within which educational transactions take place; and 3) Studies that help develop research tools that can support advancing the kinds of research the Foundation has identified here.</p> <p>These three categories might be labeled studies of instructional practice, of the educational</p>	<p>October 12, 2018 (Letter of Intent)</p>

	<p>infrastructure that supports or hinders effective practice, and of the research infrastructure that supports inquiry into educational practice. These categories are definitely not meant to be either exhaustive or mutually exclusive, but the Foundation thinks they do helpfully map the terrain. One point the Foundation emphasizes particularly: scholars whose work is identified in one of the three general buckets the Foundation has roughly identified often come out of very different research traditions across which communication is often wanting. There are good reasons for specialization, but the Foundation wants to stress that in this initiative it sees these strands of work as deeply related. Failure to examine the connections or appreciate their importance is in fact one of the problems it aims to address through this initiative.</p> <p>Hallmarks of the research the Foundation seeks to fund include conceptual and empirical attention to educational practice and a determination to approach research with well-reasoned and constructive skepticism toward the unexamined assumptions that shape current beliefs, actions, and research agendas.</p>	
<p>US Department of Education</p> <p>Charter Management Organizations for the Replication and Expansion of High Quality Charter Schools (84.282M)</p>	<p>The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.</p>	<p>December 15, 2018 (Anticipated)</p>
<p>James S. McDonnell Foundation</p> <p>Understanding Human Cognition: Understanding Teacher Change and Teachers as Learners in K-12 Classrooms</p>	<p>The Teachers as Learners (TAL) program will emphasize a cognitive science perspective on teachers as learners - including a focus on the cognitive constraints that guide teacher thinking and change in attitudes, knowledge, skills and behaviors. We need to know what aspects of cognition (e.g., memory, knowledge, goals, expertise, collaboration) help explain teachers' learning and change, particularly as it relates to adopting evidence-based practices in classroom contexts.</p> <p>Understanding teachers as learners in the context of the many influences on teacher change across career trajectories is an important but understudied area of translational research with the opportunity for impact on both research and educational practice. Understanding teachers as learners from a cognitive science perspective would advance the implementation of policies aimed at evidence-based reforms. We acknowledge that teaching occurs in a complex context and we want to situate the work in that context, but the focus of this program is on studying the cognitive dimensions of teacher learning as it takes place within these rich socio-cultural and institutional contexts, rather than the contexts themselves. A survey of the current landscape reveals that there is significant focus on small scale experimental work on student cognition and on descriptive work on teaching - but the lack of a cognitive science framework for how teachers learn to process, evaluate, and improve their use of evidence based practices within a complex, dynamic system.</p>	<p>The next opportunity to submit a proposal for the Teachers as Learners program will be in early 2019</p>

<p>US Department of Education</p> <p>Low-Cost, Short-Duration Evaluation of Education Interventions (84.305L)</p>	<p>In awarding these grants, the Institute of Education Sciences (Institute) intends to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all students from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for students who engaged in career and technical, postsecondary, or adult education). The Institute's research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. These interested individuals include parents, educators, students, researchers, and policymakers. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.</p>	<p>March 7, 2019</p>
<p>National Science Foundation</p> <p>Advancing Informal STEM Learning (17-573)</p>	<p>The Advancing Informal STEM Learning (AISL) program seeks to advance new approaches to and evidence-based understanding of the design and development of STEM learning opportunities for the public in informal environments; provide multiple pathways for broadening access to and engagement in STEM learning experiences; advance innovative research on and assessment of STEM learning in informal environments; and engage the public of all ages in learning STEM in informal environments.</p> <p>The AISL program supports six types of projects: (1) Pilots and Feasibility Studies, (2) Research in Service to Practice, (3) Innovations in Development, (4) Broad Implementation, (5) Literature Reviews, Syntheses, or Meta-Analyses, and (6) Conferences.</p>	<p>November 5, 2019 (Confirmed)</p>

*****FUNDING INFORMATION COMPLETE*****



ANNOUNCEMENTS



Submitted/Funded Awards

Congratulations to all faculty members who submitted grant proposals, and/or received grant awards in June!

New Resource

Check out the information on the “What Works Clearinghouse.” See link in the resource section.

Proposal Submissions and Resubmissions

Contact ORDM if you would like for Hanover Research to review your proposal. The earlier you can have Hanover review the proposal, the better the feedback they can provide.

RESOURCES

COED Forms/Tools:

Proposal Information Form: <https://webforms.uncc.edu/edresearch/proposal-information-form-0>

University Forms/Tools:

Pivot Tools:

- 1) [Claim Your Profile in Pivot](#)
- 2) [Pivot Users Checklists: 5 ways to get the most from Pivot](#)

Federal Forms/Tools:

[ED's final approved priorities](#)

[ED's Forecast of Funding Opportunities](#)

Uniform Guidance: Establishes uniform administrative requirements, cost principles, and audit requirements for Federal awards to non-Federal entities.

What Works Clearinghouse (WWC): The WWC aims to be a central and trusted source of scientific evidence for what works in education. Check out these resources: [WWC Procedures Handbook](#) and the [WWC Standards Handbook](#).

RESOURCES

Interesting Readings:

The following briefs and reports on Social and Emotional Learning are provided by the Wallace Foundation.

[*Preparing for Effective SEL Implementation*](#)

[*Navigating Social and Emotional Learning from the Inside Out*](#)

[*Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies*](#)



The College of Education is “Engaged in Research.”

PROPOSAL SUBMISSIONS*

Funding Agency	Lead Principal Investigator	Co-Principal Investigator(s)/Key Personnel	Possible Funding	Duration
Spencer Foundation (Submitted in May)	Kristie Opiola	Daniel Alston	\$50,000	One Year
U.S. Department of Education	Teresa Petty		\$2,474,018	Five Years
Army Educational Outreach Program	Alisa Wickliff	David Pugalee	\$93,607	One Year

**Information retrieved from the University’s Niner Online Research Management (NORM) System.*

GRANTS AWARDED*

Lead Principal Investigator	Co-Principal Investigator(s)	AWARD TITLE	SPONSOR	AWARD AMOUNT
Bruce Taylor		2018 Freedom School Assessment Project	Freedom School Partners	\$48,472
Mark D’Amico		Opening the Black Box: Measuring Statewide Noncredit Outcomes in Iowa	Center for the Study of Community Colleges	\$1,000
Chance Lewis		Virtual School Mental Health Team	Foundation for the Carolinas	\$25,000

**Information retrieved from the University’s Niner Online Research Management (NORM) System.*

PROPOSALS IN THE MAKING

PRINCIPAL INVESTIGATOR(S)	Florence Martin; David Pugalee; Carl Westine; Kailas Venkitasubramanian
DEPARTMENT	Educational Leadership; Center for STEM; Project Mosaic
AGENCY	National Science Foundation
TITLE	Preparing High School Students and Teachers for Data Science
AMOUNT	Unknown
BRIEF DESCRIPTION	Pending

PRINCIPAL INVESTIGATOR(S)	Chance Lewis
DEPARTMENT(S)	Middle Grades, Secondary and K-12
AGENCY	iEdapts/National Science Foundation
TITLE	Pending
AMOUNT	Pending
BRIEF DESCRIPTION	Pending

PRINCIPAL INVESTIGATOR(S)	Michael Putman; Sejal Foxx; Brad Smith
DEPARTMENT(S)	Reading and Elementary Education; Counseling
AGENCY	U.S. Department of Education
TITLE	Charlotte GEAR UP
AMOUNT	\$2,500,000
BRIEF DESCRIPTION	This project seeks to develop structures and supports necessary for students attending Kannapolis City Schools to be prepared for and enroll in post-secondary education.

PRINCIPAL INVESTIGATOR(S)	Valerie Mazzotti; Rob Pennington; Kristen Beach
DEPARTMENT(S)	Special Education and Child Development
AGENCY	U.S. Department of Education
TITLE	UNC Charlotte's PhD Program in Special Education
AMOUNT	\$1,250,000
BRIEF DESCRIPTION	To support five scholars per year as they advance through the Ph.D. program.

PRINCIPAL INVESTIGATOR(S)	Valerie Mazzotti
DEPARTMENT	Special Education and Child Development
AGENCY	U.S. Department of Education
TITLE	Effects of CIRCLES on the Provision of Transition Services and Resulting Transition Outcomes for Students with Disabilities
AMOUNT	\$3,300,000
BRIEF DESCRIPTION	To evaluate the Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students intervention to generate evidence that CIRCLES improves student education outcomes.

PRINCIPAL INVESTIGATOR(S)	Valerie Mazzotti
DEPARTMENT(S)	Special Education and Child Development
AGENCY	U.S. Department of Education
TITLE	Secondary Transition Assessment: Development and Validation of a Student and Teacher College and Career Readiness Measure
AMOUNT	\$225,000
BRIEF DESCRIPTION	Develop and validate the College and career Readiness for Transition, a measure of student development of college and career readiness through effective, cognitive, and behavioral engagement during high school.

PRINCIPAL INVESTIGATOR(S)	Kristen Beach; Chuang Wang; Rollanda O'Connor
DEPARTMENT(S)	Special Education and Child Development
AGENCY	U.S. Department of Education
TITLE	Project CHAAOS: An Efficacy Study
AMOUNT	\$3,600,000
BRIEF DESCRIPTION	To test the initial efficacy of the CHAAOS Vocabulary intervention.

PRINCIPAL INVESTIGATOR(S)	Kristin Davin
DEPARTMENT(S)	Middle Grades, Secondary and K-12
AGENCY	Loyola University-Chicago/William T. Grant Foundation
TITLE	Achieving Biliteracy: Factors Influencing K-12 Students' Language Development
AMOUNT	\$13,840
BRIEF DESCRIPTION	Mixed-methods research to investigate personal and educational variables of students successfully completing the Seal of Biliteracy in a strategically selected sub-set of participating states.

PRINCIPAL INVESTIGATOR(S)	Virginia Walker
DEPARTMENT	Special Education & Child Development
AGENCY	Organization for Autism Research
TITLE	Pending
AMOUNT	Pending
BRIEF DESCRIPTION	Pending

PRINCIPAL INVESTIGATOR(S)	
DEPARTMENT(S)	
AGENCY	
TITLE	
AMOUNT	
BRIEF DESCRIPTION	

PRINCIPAL INVESTIGATOR(S)	
DEPARTMENT(S)	
AGENCY	
TITLE	
AMOUNT	
BRIEF DESCRIPTION	

PRINCIPAL INVESTIGATOR(S)	
DEPARTMENT(S)	
AGENCY	
TITLE	
AMOUNT	
BRIEF DESCRIPTION	